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ABSTRACT

This report describes an evaluation program for the kindergartens in Williamsburg County, S.C. for 1970-71. Twenty-five kindergartens, serving 587 children in ten elementary schools in the county, were operated on a full day schedule during the 1970-71 school year. Eighty-one percent of the children enrolled were from poor families. The evaluation included pre- and post-tests. On the Peabody Picture Vocabulary Test, the average gain for 524 children tested was 19 months, with an average lag of 13 months still existing. On the Caldwell Preschool Inventory, the mean percentile advanced from minus 51 to plus 82, a score significantly above the nationally high average percentile of 72. On the Gates-MacGinitie Readiness Test administered in May, 1971, 513 of the 587 children were tested. Of those tested, clearly half indicated readiness for work on auditory-visual skills with a prediction for rapid progress, nearly indicated a readiness to begin coding skills, while the remaining appear to need more time on pre-reading skills. The report concludes that the single most important factor contributing to the success of the program was team teaching. (DJ)

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A.18 Kindergarten Program Evaluation, 1970-1971

Early Childhood Education

Williamsburg County

I. Program Objectives

The major objective of the Kindergarten Program for 1970-71 was to conduct a sound educational program for all disadvantaged five-year-olds in ten elementary schools in Williamsburg County. Twenty-seven classes, each serving approximately twenty-five eligible children, will operate on a full-day schedule. All classes will meet local, state, and national criteria in terms of facilities, equipment, curriculum, and evaluation. The curriculum will be child-centered, with a consistent focus on learning, giving particular emphasis to language development, motoric activities, exploration of the physical world, and individual growth.

Objectives for the Student Population

1. The children in the program will show significant gains in both the affective and cognitive domains.
2. The children will receive health screening and will be provided the needed dental and medical treatment.
3. The children will receive a minimum of one hot meal a day.
4. The children will have a minimum of one-hour nap a day.
5. At least seventy-five per cent (75%) of the children in any given kindergarten will be from educationally deprived backgrounds.

Physical Environment

1. The kindergarten rooms will be provided, located at or in the ten schools serving the five-year-old.
2. Each kindergarten class will be contained, and arranged in learning centers.
3. Each learning center will be appropriately equipped with furnishings, materials, and supplies. The centers will include the areas of art, block-building, manipulative, library, music, family life, and science.

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4. Each kindergarten class will have toilet and sink facilities.

Curriculum

1. A balanced program will be provided, in a full six-hour school day. There will be a balance between indoor and outdoor activities, between active and quiet work, between self-selection and teacher guidance, between one-to-one or small group and total group instruction, and between child-planned and teacher determined activities.

2. Lunch and rest will be a part of every day's activities.

3. The curriculum will be child-centered, providing for the needs of individual children.

4. Basic to the curriculum will be those activities that are concerned with motoric development, exploration of the physical world, and perceputal-language-concept growth.

Staffing

1. Each kindergarten class will be staffed by a teacher and a teacher-aide.

2. The kindergarten program will be coordinated by a full-time director.

3. All kindergarten personnel will work toward up-grading their certification and/or status through study and formal training.

Training

1. Pre-service and in-service training will be provided in the summer and throughout the regular school term.

2. Persons involved in the training will be administrators, teachers, teacher-aides, and selected substitutes.

3. Training will be conducted, for the most part, in the county.

4. The teacher-aides will be involved in the Career Opportunity Program, which is a work-study project designed to give college preparation to the trainees. A minimum of twelve credit hours will be provided during the school year.

5. At least two college courses will be provided for teachers and administrators, toward their full certification in Early Childhood Education.

6. The training institutions will be the University of South Carolina and South Carolina State College.

Parent-Home

1. All parents of children in the program will be contacted by the teachers and aides and apprised of their children's progress and of the activities in the program.

2. Periodic meetings will be held with parents, to acquaint them with the purposes and objectives of kindergarten and to gain their suggestions and cooperation.

3. At least one parent, from the low-income group, will serve on the Early Childhood Steering Committee, and at least two parents will serve on the COP Council.

4. A pilot program will be conducted during the school year to train parents for aide-substitute work.

Dessemination

Information about the program will be disseminated through:

1. Local news media.

2. Periodic reports to local, state, and national educational departments.

3. Conferences and correspondance with local, state, and out-of-state educators.

4. On-site visits from local, state, and out-of-state groups.

Evaluation

1. Teachers and aides will keep systematic records on each child, which will include anecdotal observations, health forms, attendance information, and notations on pre-reading skills development.

2. Pre and post testing will be administered, to provide objective data.

3. Consultants will visit the program and provide written observations on the project to local, state, and national educational agencies.

4. Administrators, teachers, and aides will assist in evaluating each component of the program, including the training, the materials, and the curriculum.

II-A. Accounting

Twenty-five Kindergartens, serving 587 children in ten elementary schools in the county, were operated on a full day schedule during the 1970-71 school year. Eighty-one percent (81%) of the children enrolled were from poor families.

Table I

School	No. K Classes	Sept. 70 Enrollment*	Disadvantaged** Number	Per Cent
Anderson	6	129	101	78
Battery Park	3	71	65	89
Blakely	2	47	42	89
Cades	2	49	44	89
Hemingway	3	73	50	68
Hebron	1	33	22	66
Lane	2	45	40	88
St. Mark	2	44	40	89
Williamsburg	2	39	25	64
Wmsb. Tng.	2	57	50	88
TOTALS	25	587	479	81%

*Source: School records.
**Standard Poverty Income Index used by Williamsburg County.

Accounting: Student Population

The results of test data will be found in Part II-B of this report.

The supervision of the School Health Program has submitted a separate evaluation report, that program being a part of the Title I total effort in the county. According to that report, all Kindergarten children received a general health appraisal conducted by the school nurses, which included vision and hearing screening. Kindergarten children needing it received treatment for Ascaris, dental care, tuberculin tests, vaccinations, and medical services. Daily health care was provided by the School Health Program and the Kindergarten teachers, with stress upon good health habits (such as providing a regular time during school for care of the teeth).

All children received a hot lunch daily, plus an extra milk supplement. Children at school in Blakely, Lane, Williamsburg County Training, Cades, Anderson, St. Mark, and Battery Park also received breakfast at school each day.

Every Kindergarten provided for a full rest period for all children every day. The actual time varied with the individual needs of each child and the tempo of any given day's activities.

As shown on Table I of this report, page 4, 81% of all children enrolled in the Kindergartens were from poverty backgrounds. In all ten schools the percentage of poor was 64% or above.

Accounting: Physical Environment

Kindergarten rooms were provided at all schools. Eight of the ten schools had the Kindergartens located in the main plant, while two classes at Battery Park and two classes at Williamsburg were housed in portable units adjacent to the main school building. Toilet and sink facilities were in each classroom.

All Kindergarten classes were contained, but with access to the general school facilities. Each classroom was arranged in various centers for multiple learning activities. Many of the classes developed "extensions" of their rooms by making use of halls and out-of-doors. For one example of this, please see the paper, "It Grew From Bulbs and a Rowboat," by Dr. Jane Raph, found in the appendix of this report.

All classes were well supplied with multi-media, multi-level equipment and materials appropriate to the centers of art, block-building, manipulatives, library, music, housekeeping, science, and

language. The criteria used in the selection was chiefly the evaluation of last year's equipment and materials as made by the teachers and aides, plus the standards and guides furnished by the State Department of Education.

Accounting: Curriculum

In order to determine if a balanced program was provided periodic observations were made in each classroom by the field supervisor. These observations were recorded, in terms of what was seen, and heard, and studied. They are on file and available as evidence of the fact that balance, variety, and flexibility did exist in the program.

As already reported in another section, lunch and rest were a part of each day's activity.

Needs of individual children were identified through an item analysis of the various testing instruments, the anecdotal records kept by the instructional staff, and leads from parents or others closely related to the child. Weekly and daily planning, on the part of the teaching-team, considered each child and appropriate activities were planned to meet given needs.

Activities designed to develop motoric skills, exploration of the physical world, and growth in perception, language, and concepts were planned. The Observation Report by Dr. Jane Beasley Raph, based on a visit in April, 1971, offers a fine evaluation of this aspect of the kindergarten program. (See Appendix for her report.)

Accounting: Staffing

Each of the twenty-five (25) Kindergarten classes was staffed by a full-time teacher and aide. Nineteen of the teachers were in their third year of the program, as were eighteen of the aides and the program director.

During the year two teachers completed their college degree, leaving four with additional course work requirements. Three teachers upgraded their teaching certificates through higher NTE scores. Fifteen Kindergarten teachers took courses in the spring that were offered in the county (Ed. 632: Language Development, and Ed. 634: Reading Problems in Early Childhood Education), eighteen completed their practicum (for ECEd. certification) in the summer, and three took advanced studies during the summer.

Nineteen of the Kindergarten aides are in the Career Opportunity Program, a part of the total Early Childhood Education Project, and each earned from six to twenty-four college credit hours during the year.

Accounting: Training

An intensive pre-service training program was held for five weeks in the summer of 1970 (July 20 - August 21), five hours daily, for administrators, teachers, aides, and substitutes. A lab school was operated for three-weeks in conjunction with the training, headed by one of the University of South Carolina Lab School instructors. Two full professors served as chief consultants and course instructors (Child Growth and Development), together with nineteen additional consultants and/or trainers.

Please see the Appendix, 1970-71 Training, for a summary of the in-service training conducted during the year.

See also, "Consultants and Trainers," in the Appendix, for a list of those persons who worked during the year with the program.

Accounting: Parent-Home

Parents were consulted and/or apprised of their children's progress through home visits, parent-teacher conferences, parent visits to the school, parent-teacher meetings, and written notes and progress reports.

Five groups of parents, in five areas of the county, helped to develop the progress report used.

At intervals throughout the year parents served on committees to discuss and evaluate some given aspect of the program at the local level. These committees included the COP Council.

Seventeen parents in the Kingstree-Cades area participated in a substitute training program in the fall of 1970, and nine more were involved in the summer, 1971, training. Subsequently, seven were employed as classroom aides and became a part of the COP project, while the others continue to serve as aide-substitutes.

Accounting: Dissemination

Releases to the local news media (newspapers and radio stations) were made throughout the year, as were reports to the local and state administrations.

Articles were published in several journals, including South Carolina Schools, Summer, 1971, and the National Elementary Principals Journal, September, 1971, and Child Centered Curriculum, State Department of Education, 1971.

Reports were given at the state and national levels, including a conference sponsored by the State Department of Education, the NAEYC convention in Boston, and the ASCD convention in St. Louis.

The project received over 200 individual visitors and 25 delegations during the year. See the Appendix, Visiting Groups, for the list of delegations. Many others, locally and from out-of-state, visited the schools, but no accurate record is available on them.

In January, 1971, a packet of fifteen papers was assembled and used for dissemination. To date, over 1000 of these packets have been distributed, upon request, throughout the country.

Accounting: Evaluation

Teachers and aides have kept regular records (anecdotal observations, progress check-outs, Deutch Inventories, and similar information) on each child. This information, coupled with data from standardized tests (reported elsewhere), has been recorded on each child's Progress Profile Sheet. These Profiles are kept in an accumulative way through the first years in school.

The following reports from external evaluators will be found in the Appendix:

Suggestions for Evaluation, by Drs. Mildred and Clifford Bebell
External Program Evaluation, by Dr. James E. Wheeler
In-Service Training: Counseling Services, by Dr. James Keith
Williamsburg County Teacher - Training Program, by Dr. Jane Raph
Student Teaching Program, by Miss Sue Wayne

A report from the program's major consultant, Dr. Milly Cowles, will also be found in the Appendix, entitled "Reflections ..... Sequence #4".

II-B. Test Data

Four standardized tests were used with the Kindergarten children.

The Peabody Picture Vocabulary Test (PPVT) provides a measure of verbal intelligence (MA - Mental Age).

The Caldwell Preschool Inventory measures achievement in four important areas of school success: personal-social responsiveness, associative vocabulary, numerical concept activation, and sensory concept activation.

The Gates-MacGinitie Readiness indicates developmental preparedness for the formal reading act.

The Illinois Test of Psycholinguistic Abilities measures ten areas of development fundamental to thinking and learning processes.

A summary of the findings follows.

KINDERGARTEN TEST SUMMARY

GRADE	ADMINISTRATION DATE MONTH & YEAR PRE	POST	NAME OF TEST	NUMBER OF SCHOOLS	NUMBER OF STUDENTS PRE	POST	AVERAGE GRADE LEVEL OR PERCENTILE OF STUDENTS PRE	POST	PRE-POST
K	9/70	5/71	PPVT	10	524	524	MA=3.4	MA=4.11	MA Gain=1.7
K	9/70	5/71	Preschool Inventory	10	587	587	% =-5	% = 82	% Gain = 88
K		5/71	G-M Readiness	10		513		RS=51½	
K	9/70	5/71	ITPA	10	54	46	-14.15 Mo.	-7.20 Mo	7 Mo. Gain

Kindergarten - PPVT 524 children in both the pre and post testing

	CA	PPVT-MA	CA-MA Lag	7 Mos. Gain	Lag Closure
		YEARS			
Sept. 1970	5.5	3.4	2.1		
April 1971	6.0	4.11	1.1	1.7	1.0
		MONTHS			
Sept. 1970	65	40	25		
April 1971	72	59	13	19	12

Analysis: The above data indicates that the average gain for the 524 children tested, over a 7 months period, was 19 months.

Prior to September, 1970, the average rate of growth (MA) was 20 days each month, whereas the rate of growth (MA) during the months September 1970 - April 1971 in Kindergarten was 75 days each month -- over three times the rate of growth prior to entering Kindergarten!

It should be noted that there still existed, in April 1971, an average lag of 13 months, not-with-standing the fact that the pre-existing lag had been reduced by a full 12 months, and no additional lag developed during the 7 months period of September 1970 - April 1971

COMPARATIVE DATA

Kindergarten - PPVT

	PPVT-M.A.	CA	CA-MA Lag
September 1968	2.5	5.5	3 years
September 1970	3.4	5.5	2 yrs. 1 Mo.

Analysis: The average gain of 11 months, Mental Age, for all children entering Kindergarten in 1970 has been attributed chiefly to the general factor that many had older brothers and sisters who were in the Kindergarten program in 1968-69 and/or 1969-70, thus effecting a spill-over from Kindergarten into the homes. Another significant factor, for 90 of those children entering Kindergarten in 1970, may well have been the full year of the Readimobile Program serving selected rural areas in 1969-70. Data kept on those children served

by the Readimobile indicated raw score gains of from 4 to 14 months. (The Head Start Program was not considered a factor since only a few of the children entering Kindergarten in 1968 and 1970 had been to Head Start. The ETV program, Sesame Street, was not considered to be a factor since the program was not accessible to homes in the county until the fall of 1970.)

Summary: Although a significant Mental Age gain is seen, the average lag for children in Williamsburg County entering Kindergarten in September, 1970, was 2 years and 1 month.

Recommendations: Start earlier!

1. Pilot a program for 4 year olds (in the former Reading Clinic at Anderson School and/or with a Readimobile).

2. Develop an Educational program for 4 year olds with OEO Head Start Vista Workers, and/or others (-?-).

Kindergarten - PPVT 524 in pre and post testing

83% black, 88% poor

	Raw Score Williamsburg	National	State Ks 69-70
September 1970	34.11	50.22	46.88
April 1971	44.93	57.22	54.25
Gains 1 Year	10.82	7.00	7.37

Analysis: Gain of 10.82 points in the raw score average over a 7 months period.

Compared to the National State Averages, our children were 12.77 points below the state and 26.11 points below the national average when entering Kindergarten. At the end of 1 year in K our children were 9.22 points below the state average and 12.29 points below the national average. However, the Williamsburg County Kindergarteners gained an average of 3.82 points more than the national average and 3.45 points more than the state average.

It should be noted that 88% of the county children in K were from poverty backgrounds, while not more than 50% of state or national children were in the poverty category.

Kindergarten - Caldwell Preschool Inventory

	Raw Score	Mean Percentile	National Norm
September, 1970		-51%	50%
May, 1971		82%	72% (high average)

Analysis: The percentile figures speak for themselves! Of the 587 children included in the September 1970 - May 1971 Williamsburg County Kindergarten Program, more than half of them did not score above the zero percentile. Nine months later more than half scored at or above the eighty-second percentile.

The county children were, in May of 1971, significantly above the seventy-second percentile established nationally as a "high average."

Summary: Although our Kindergarten program does not "teach to any test," it must be assumed that the kinds of activities provided in the classes help develop the skills and knowledges included as items on the Preschool Inventory. Further, this test is teacher-administered and, therefore, the teacher learns very soon what each given child's particular needs are--hence providing the teacher with specific data for guiding the child's growth. The findings are indeed exciting, but should be viewed within the context of all other test data for a more rounded evaluation of the total program.

Kindergarten - Gates-MacGinitie Readiness Test

Administered in May, 1971

513 Kindergarten 25 groups 51½ raw score average

Analysis: Kindergarten - 513 of the 587 children were tested. The 74 not tested were either sick and/or absent on one or more of the testing days. Of those 513 tested, clearly half indicated readiness for work on auditory-visual skills with a prediction for rapid progress. Nearly ¼ indicate a readiness to begin coding skills, while the remaining ¼ appear to need more time on pre-reading skills.

KINDERGARTEN 1970-71

ITPA

Subtests	September N = 54		May N = 46		
	Average Scaled Score	Category	Average Scaled Score	Category	Gain
Auditory Reception	28.05	Borderline	31.87	Average	+4
Visual Reception	29.77	Average	34.50	Average	+4
Auditory Association	23.27	Deficit	27.89	Borderline	+5
Visual Association	24.85	Deficit	30.98	Average	+6
Verbal Expression	31.13	Average	34.04	Average	+3
Manual Expression	33.41	Average	34.35	Average	+1
Grammatic Closure	21.70	Deficit	25.30	Deficit	+3
Visual Closure	33.05	Average	37.02	Average	+4
Auditory Memory	36.24	Average	36.74	Average	+1
Visual Memory	25.96	Deficit	31.24	Average	+5
Difference between Chronological Age and Psycholinguistic Age	-14.15 Mos.		-7.07 Mos.		7 Mos.

III-A. Most Effective Activity

Since the various activities of the Kindergarten project are so closely inter-related, it is extremely difficult to isolate any one part as being "most effective" in meeting the special needs of disadvantaged children. However, that aspect upon which all direct service to the child hinge is team teaching, which is the result of team planning, which is the result of team training.

Team teaching provides the child with twice the care and guidance he would receive from only one adult in the classroom. Further, the deliberate pairing of a black teacher and a white aide, or vice versa, has allowed the adults and children to relate naturally to those of another color (and, in some instances, of another sex - where we have male aides on the team). Also, in order to perform effectively as a team there must be regular sharing and planning, based upon the needs of each child in the class. Through such planning the team members became increasingly aware of the strengths of each child, the learning style of each child, and the pace most appropriate for each child. Resulting from this kind of individual assessment was planning more nearly for "the match" needed for an individual's greatest growth.

Team work most assuredly contributed the "lion's share" to the achievement of the stated objectives of the project.

III-B. Least Effective Activity

The most indirect aspect of the project, in terms of meeting the special needs of disadvantaged children in the program, was that of dissemination. For example, only a few newspaper articles featured pictures and/or descriptions about the actual classroom activities involving the children. They (the children) enjoy publicity and recognition, and through it develop healthier self-images. The children also need to have a larger share of the responsibility for their school program. (Please see the Appendix for copies of the dissemination information specifically involving the children).

The activity did serve the overall program and met the objectives given in the dissemination section. However, it could be greatly improved.

The chief source of evaluation, from which the conclusions stated in both Parts A and B (above), was the "1970-71 Project Evaluation" made by the teachers, aides, and administrators. Administrators (10 school principals, 3 area superintendents, 6 county staff, and the superintendent of education) identified dissemination as one of the five major and immediate needs of the program. Members

of the COP Council found dissemination (promotion and publicity) to be the foremost need.

IV. Title I Program Effect

The Kindergarten program, begun in 1968-69, proved to have a profound effect upon the educational philosophy and practices in Williamsburg County. Early in 1969 the program's impact was evident and plans were made to incorporate many of the practices into the primary grades. A continuous progress program evolved, and is still evolving and developing. At the present time, children through grade four are included in the scope and sequence of the program. A few of the practices that have gone into this change are: teaching teams, classroom aides, activities centers in the learning environment, in-service training, and a continuous progress organization.

The most pronounced effect of the program on the administrative structure has been the gradual and solid leadership from the principals themselves. The principals, prior to the past year, served collectively in an advisory capacity. During the past year, the principals (as a group) took initiative in evaluating and in determining policy and long-range development of the program. Within their respective schools the principals are serving as coordinators of the activities and supervisors of instruction (along with the county staff of field coordinators), plus the other duties incumbent to their jobs.

V. Contribution of Title I Evaluation

The FY 1972 Title I Program has been developed as a direct result of the FY 1971 Title I Program Evaluations. Indeed, every step along the way of the program's development has been determined by the prior and continuous evaluation data, and can be documented. Where flaws and weaknesses are identified, care is taken to find appropriate remedies. Where strengths and progress are found, equal care is taken to maintain and/or enlarge upon them. The sample of evaluative material found in the Appendix will help to document these statements. However, the greatest single contribution a Title I Evaluation makes to any subsequent program is the act of evaluation itself. Being required to "take stock and account honestly" provides the program with a check-and-balance that otherwise may receive only token or haphazzard reflection.

The following gives a general idea of the frequency and type of evaluations made during the past year, together with the planning meetings to act upon the evaluation findings.

Evaluation Sessions, 1970-71

June 1 - 18	Individual conferences w/17 Kindergarten teachers and 11 Kindergarten aides
June 8 - 26	Individual conferences w/3 area superintendents and 14 school principals
June 4	Administrators, Staff w/ Miss Janet Stanton of the State Department of Education
June 30; July 10, July 15, August 24 and 27	Staff Meetings
October 13	Committee on Reporting to Parents
October 16	Visitors from HEW Office in Atlanta
November 5 & 6	Mrs. Landsburger from LINC, N. C.
November 24	Dean John Otts, College of Education, USC
December 8	Group of USC Administrators, at USC
January 6	Mr. Stow of the Pee Dee Center
January 14	Group from Washington
January 25 & 26	Drs. Mildred and Clifford Bebell of Pueblo, Colorado
January 28	K-3 teachers and aides w/Dr. Fran O'Toole
February 1 & 4	Assessment Committee
February 24 & 25	Consultants, Drs. Milly Cowles, Kathryn Daniel, and Ross Coxe
March 16 & 17	Dr. Jim Wheeler of Rutgers University
March 19	USC Administrators, at USC
April 13	Dr. Owen Corder and Mr. Armstrong, State Department of Education
April 29	Staff w/Student Teachers
May 11	Mr. Jack Lieb, for Title I, State Department
May 17-28	Individual Conference w/administrators and/or

	Dr. Cowles, Dr. Daniel, Mary Harper
May 24	Staff
June 7-11	Standardized Testing Evaluation findings studied this week w/Dr. Kathryn Daniel and others
	Teacher and Aide Evaluations of Program compiled and studied by staff
July 30	Full evaluation of the training program by all participants and trainers culminated
August 9	Title I Committee heard report on the K-4 program

Planning Sessions, 1970-71

September 1	Staff
10	Staff
14	Consultants
15	Administrators
16 & 30	Steering Committee
October 7	Staff
14	Staff
20	Staff joined by Mr. Joel Taylor of the State Department of Education
December 7	Administrators & Staff
15	Steering Committee
16 & 17	Staff
January 2	Consultants
8	Staff
11	Administrators & Staff
February 8	Administrators & Staff

February	9	Parent Group
	16	Committee on Reporting
	19	Staff
	24	Drs. Keith and Bailey re counciling
March	2	Staff
	15	Administrators & Staff
	24	Committee developing Math Skills Sequences
April	2	Staff
	5	Administrators w/Staff
May	3	Administrators w/Staff
	13	Staff
	20 & 21	Dr. Bill Feltner from U. of Georgia w/Administrators and Staff
June 14-18		Preparation for Summer Training
August	18	Administrators & Staff
August 22-31		Develop plans for 1971-72 In-Service Training w/Staff, consultants, administrators and others

VI. Community and Parental Involvement

The most difficult area, organizationally, to develop has been that of community and parental involvement. As noted elsewhere in this report, parents have been involved at the local school level and in the program's substitute training thrust. Parents and civic leaders have served on such groups as the COP Council; Progress Report Committee, and the ECEd. Steering Committee. However, few members attend, or will accept to serve, over an extended period of time, giving a rapid turn-over to membership. The chief reasons given for this problem are that most of the parents either work or have home responsibilities that make it a hardship to serve on committees, that the distances between home and meeting places are great, and/or that they do not feel equal to the responsibility. For whatever the reasons, efforts toward community and parental involvement have not

ceased. When possible, timewise, the staff, teachers, aides, and principals visit parents, present the program to civic and church groups, persist in building membership of specific committees, and seek out the questions and suggestions of the community. For example, during the month of February one county staff member visited in eleven different homes, in as many sections of the county. Although at least every home had one child in school - most had several - not a single parent (or guardian) knew the name of their child's teacher, had been to more than one parent meeting at the school so far that year, or had any knowledge of or questions about the instructional program. On the other hand, all received the visiting staff member cordially, said their child liked going to school, expressed satisfaction with the child's progress in school, and each one said that an education for their child was important to them. Questions asked were concerned with school bus services, food services at school, welfare services, and two asked about teacher-aide jobs. Three definitely agreed to serve on a parent committee but did not show, although transportation was arranged for them.

In addition to the many individual conferences between parents and teachers, parents and principals, and parents and county staff members, the following special meetings provided opportunities to involve (to some degree) parents and civic leaders:

November 9 - Parents, at Anderson Primary School

March 29 - Rotary Club

April 18 - Parents, at Lane, Blakely, and Greeleyville

May 20 - Optimist Club

June 10 - Parents of the Lab School children

August 19 - Lions Club

The program's outreach included services and/or training to the following:

Practice Teachers - 1 from South Carolina State
10 from Winthrop College
Day Care Teachers of Berkeley County
Head Start in Williamsburg-Lee County
Career Day at Kingstree High School
Title III Site Visits, by a staff member
Field Course in Reading, by a staff member
Adult Education Courses, by a staff member
Parochial School Teachers
Youth Tutors Youth Program in Williamsburg County

Further Outreach and Dissimination

EKUE Invitational Research Conference, Washington, D.C., January 1971 - Dr. Milly Cowles, major consultant to the program, presented a paper.

Right to Read Conference - Sponsored by Education Improvement Project, Southern Association of Colleges and Schools, Panama City, Florida, April 1971 - Dr. Cowles represented the county program.

Southern States Work Conference, Daytona Beach, Florida, June 1971 - Mr. Robert Ashley, principal of Williamsburg County Training School, represented the county.

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Early Childhood Education

Williamsburg County

Paper #13

Observation Report, by Dr. Jane Beasley Raph

Dr. Raph has worked with the program, especially the Kindergartens, since the initial summer of 1968. After her visit in 1969, and again in 1970, she sent her observations and suggestions. A copy of the May 8-10, 1970, feedback follows.

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OBSERVATION REPORT

WILLIAMSBURG COUNTY KINDERGARTEN PROGRAM
Kingstree, South Carolina

Jane Beasley Raph, Consultant
Rutgers University, Graduate School of Education
Department of Educational Psychology
New Brunswick, New Jersey

Visit, May 3 - 10, 1970

OBSERVATIONS, IMPRESSIONS, AND SUGGESTIONS
WILLIAMSBURG COUNTY KINDERGARTEN PROGRAM

Jane Raph
Graduate School of Education
Rutgers University, New Brunswick, New Jersey

May, 1970

On the basis of very brief observations of about 18 classes in 7 schools during a two-day period, a meeting with the director and coordinating staff, individual conferences with some of the field coordinators and the director, and a one-day in-service program with teachers, aides, and principals (May 8-10, 1970), this report will summarize over-all impressions of the Kindergarten Program; some visibly good characteristics of the kindergarten classes, and several suggestions for improvement.

I. The Kindergarten Program

Three features of the Kindergarten Program appeared to have strong merit for detailed mention here.

A. The Evaluation Program

An outstanding characteristic of the program, in my judgment, is the careful evaluation being made of the effects of the program on the young children. For a program of this magnitude to have data available on certain abilities and aptitudes of the children when they enter kindergarten, when they complete kindergarten, and follow-up data on their progress in the first three grades of school will make a sizable contribution to our knowledge of children from rural, poverty backgrounds and results of long over-due, critically needed changes in educational practices.

Two reports now available (Cowles, et. al., 1970; Cowles and Daniel, 1970) indicate significant (and dramatic) differences on the International Test of Psycholinguistic Abilities in comparisons made on a sample of children with only five months in the new, enriched kindergarten program and children who had been in the school's traditional first grade for five months only, & without previous kindergarten experience. The differences favored the younger, earlier trained kindergarten children showing that

starting education earlier and offering the advantages of a sound educational program produced greater competencies in the five year olds than did an added year of maturity and five months of traditional first-grade instruction in the six-year olds. Other results such as a smaller gap between Chronological Age and Psycholinguistic Age in the kindergarten children than in the first grade children suggest and underscore the opportunities present for enhancing ability in younger children and the need, as well, to change markedly, the primary grade structure, a process now underway.

The additional data collected by the teachers on the kindergarten children employing the Caldwell Preschool Inventory, the Gates-MacGinitie Readiness Tests, and the Check-outs developed in conjunction with the Perceptual-Language-Concept Program (Goldberg, Teachers College, Columbia University, 1966) are invaluable in terms of helping the teachers understand the functioning level of the children, developing teaching objectives, and appraising the results of their teaching.

B. In-Service Training Program

In view of the wide variation in level of teacher training and experience with which the county was faced when plans were made to open kindergartens in eight high priority schools (1968) and the fact that almost no teacher had specialized training in early childhood education, the initial teacher-training summer program and the subsequent attention given to provisions for continuous supervision, in-service training, election of professional courses for credit, and follow-up summer training and special workshops might well be a prototype, in my opinion, for orientation and support of educational change in any school system.

These training approaches have been listed elsewhere (Kindergarten Training, 1968 - 1970). Of prime importance was a shift between the first and second summer training programs from a lecture-oriented and small-group discussion format to that of a learning center where teachers and aides rotated in small groups from one center of activity to another, had

maximum opportunity to interact with each other and with the staff, and were encouraged to self-select interests and skills for independent study. Of importance, also, was the opportunity for teachers during the first two years and summers of the program to elect courses for college credit offered jointly by South Carolina State College and the University of South Carolina.

Finally, monthly in-service training sessions, attended by all kindergarten teachers and aides and many of the elementary school principals, and rotated in schools around the county brought the group together regularly for exchanging information and getting assistance with their problems. Personnel were also exposed to new topics, recent developments in early childhood education, and leadership from varied backgrounds and programs within and outside the state (New York University, College of William and Mary, National Association of Education for Young Children, Ypsilanti, Michigan Early Childhood Program, Rutgers University, Middle Tennessee University, University of Alabama, and others).

The attitudes of warmth, encouragement, and open communication at these in-service meetings did more than can be objectively measured to foster dedication and enthusiasm on the part of all the staff--visitors and instructional staff--alike. It appeared also that the influence of the presence of persons from a wide geographic background injected new vitality and hope in a region that had been insulated educationally and almost without hope for too long.

C. Direction, Leadership, Consultation and Coordinating Staff Functioning

This Kindergarten Project which has now grown to an Early Childhood Program embracing kindergarten through the first three primary grades, and in all likelihood to be extended downward to include four-year olds and eventually three-year olds, demonstrates the optimal kind of a relationship possible among a local school staff and an involved and committed college and

University staff. The ingredients, as these have been observed over a two-year period, can be attributed to an able director who has talent and skill in both educational expertise and in understanding of interpersonal relationships. Her leadership has been strengthened by a team of several workers from the State College, the State Department of Education, and the University. Leadership has been enhanced by the function of two University faculty members who are knowledgeable, hard working, and willing to give of their time far beyond the call of countable hours. The mix here has resulted in a continuity of planning, implementation, and evaluation. It has made possible readjustments emerging from progress that was being made and problems that were identified which might not have been possible otherwise.

Of particular importance here has been the supervision of the one kindergarten and one first-grade field coordinator who each undertook enormous and new kinds of responsibilities in learning themselves and in giving assistance to classroom teachers, being available for advice when sought and being useful in suggesting new procedures.

In relation to such leadership, the role college and University faculty members has played in providing direction and resources is certainly noteworthy. A recent article (Sanford and Krech, 1969) poses the critical problem of the need for immediate training of "social-clinicians" and "problem-centered generalists" in psychology (and in education) for the purpose of solving human problems, be these problems in the schools, the streets of the city, the drug addiction centers, the halls of Congress, the rural south, or elsewhere. The authors propose "personal involvement of psychologists-as-persons (and educators-as-persons) in the problems of our times as prerequisite to any program for relevant education. For the academician... this means contribution of his personal time and skill as aide, as volunteer-tutor, as grantsmanship-expert helping grassroots people cope with bureaucratic mazes. It means the humility of becoming an apprentice before one is "expert." It means undertaking the difficult and painful responsibility of assuring ourselves of the genuine relevance of our own teaching and research (p. 192)." This personal involvement has characterized

the persons at the University, and no doubt others who have traveled distances to Williamsburg County to be confronted with unknowns and challenges in education never posed before in their own training or experience.

II. Selected Characteristics of the Classes

Since time did not permit any systematic evaluation of any one class or pair of teacher and teacher aide, the following impressions are something of a college of impressions gained in brief observations at different times during the day of a number of different classes.

A. Consistent Focus on Learning

In nearly every class there was evidence that children had acquired a working knowledge of colors, shapes, size relationships, numbers from one to ten, and letters in the alphabet--no small achievement for children in this area who have had little exposure to content, attitudes, or attention directed toward learning before school entrance.

Children showed skill in assembling puzzles, block building, and use of the many available table games. There was interest evidenced in books and stories.

Children were exposed frequently to film strips, and were using other audio-visual equipment (as the listening station).

Children had had experience with paints, clay, crayons, and other art materials. Many showed skill in writing letters of the alphabet, some in writing their own names, many in cutting and pasting.

Music, particularly records and singing games were used extensively and well.

B. Teacher-Child Interactions

In a number of classrooms, the teacher was an active participant more than a director of the children's activities, engaging herself at the children's level in ways that were meaningful to them. Much of this teacher participation was with an individual or a small group and gave children the maximum benefits of her comments, observations, and questions.

There was, on the whole, a commendable minimum of large group discussion or teacher-led lesson-type activities, a favorable climate not always easy to maintain in a group of twenty-five to thirty children.

C. Happy, Secure Classroom Climate

In a number of classrooms, the teacher and aide appeared enthusiastic, involved in what they were doing, prideful of what their children had accomplished, and there was evident satisfaction in their role. This was reflected in a happy, purposeful atmosphere in the classroom and pride on the part of children, interested in what they themselves had learned and had accomplished.

D. Attention to Motoric Activities for the Child

In a few classrooms, the teacher was sensitive to the needs of children for action, movement, exercise. This was seen through the children's having opportunity to respond to music, and outdoor play.

E. Sociodramatic Play

In a few classrooms, sociodramatic play was at a higher level than merely imitation or make-believe. Children were enacting roles, creating symbols, engaged in representation at a mature level for their age.

F. Variability in Classroom Organization and Control

Classrooms varied in the extent to which the teacher was handling individuals and groups with skill, direction, and focus. Some classes showed that children had learned self-control and self-initiative and were proceeding quietly to pursue various activities with a minimum of teacher direction and supervision. In other classes, the children appeared to be engaged in random play and even rough house and the transition from freedom to some focus on work and learning was not apparent during the time such children were observed.

III. Suggestions for Improvement

Suggestions for imporvement, as in the observations, of necessity have to be rather general because of the brevity of the observations.

A. Language Modeling on the Part of the Teacher and Usage on the Part of Children.

The most common form of verbal interaction observed between the teacher and children in the classrooms observed is still the traditional question and answer exchange--with teacher posing a question which usually has one possible answer and the child answering in one or two words. In a few instances, in contrast, the teacher was elaborating or extending what the child had said spontaneously and following it up with a conversational dialogue, but this was not observed to happen very frequently.

The teachers appear to need practice, first of all, in just following children's concrete activities and engaging in conversation about these not to teach, probe, or question, but to participate in the verbal interactions of the child in conjunction with what he is doing. Practice of this sort in a training session might be helpful.

Secondly, the teachers need help in giving the children much more initiative in using language, but it has to start with very simple kinds of experiences. Having a child give a compliment, give a direction, make one statement about the characteristics of an object, tell one action performed on an object, introduce a visitor to each child in the class, describe objects or sections of the room--anything that frees the child to use language with only a minimum of direction from the teacher seems needed. Children may call on others to get their wraps, wash their hands, take their places, etc. If this is done with the large group it takes too much time. Then the value of listening to each other is lost, and too much time is consumed. Language activities, accordingly, should be handled individually or in small groups.

Finally, although teachers over-use questions with children, they themselves have not developed the skill of asking questions outside their own classroom to any great extent or encouraging children to do so. A training session might well be centered around practice in using questions themselves. Response to other consultants may be different from my observations, but usually,

with any presentation or new idea, there are simply few or no questions from the teachers or teacher-aides. Once the simple skill of utilizing where, what, why, when, if, how, etc. becomes a part of the repertoire of the teacher, then teachers may be able to develop this skill in the children too.

B. Extension and Elaboration of Children's Thinking

Since this area is a comparatively new theoretical and practical area of development in early childhood education, there is still a paucity of material, activities, and processes available from which the teacher-trainers can draw in helping teachers "bend and extend" the information children acquire to use in thinking and reasoning. The literature is fortunately growing rapidly, however. A list is appended which might serve as the basis for training and planning.

In the meantime, what is happening in the Williamsburg County kindergarten classes, and probably in the major portion of kindergartens today, reflects emphasis on content rather than process. There has been commendable movement away from emphasis only on this type of general, informational content pertaining to people, seasons, animals, food, and the like to additions of content emphasizing more specific knowledges needed for learning, namely, numbers, colors, shapes, sizes, the alphabet, and relational, positional, and a few other basic concepts, what Piaget describes as figurative knowledge, i.e., the present, static configuration of things.

What is needed now is described best by the differentiation made by Piaget, and developed most fully with regard to young children by Dr. Constance Kamii and her associates in the Ypsilanti, Michigan program, namely a distinction among the three types of knowledge--(1) social knowledge, (2) physical knowledge, and (3) logical-mathematical knowledge (Kamii, 1970). At present, the Williamsburg County kindergarten teachers are strongest in teaching of social knowledge where the "ultimate source is people, and the child can acquire it only from people." Examples include names of objects, animals, people, and ideas, birthdates, addresses, names and dates of holidays, washing hands before meals, etc. Such information is "rather arbitrary and specific feed-back from people is essential for the child to build such knowledge (p. 3)."

Physical knowledge has as "its ultimate source of 'truth' physical phenomena. The child finds out about physical phenomena by acting on objects and observing the objects' reactions (p. 4)." Examples include such phenomena as balls bouncing when dropped, cups not bouncing, wheels rolling, blocks not rolling, the light going off when the switch is turned off, etc. Here, the program needs strengthening in two ways: (1) The teachers need to provide more opportunities for variety in experiences in physical knowledge. The use of the sand box for growing corn was a good illustration of this. In addition, children need more chance for water play, sand play, clay, experience with continuous (liquid materials of various kinds) and non-continuous materials (corn, beans, dried peas), etc. experience with all kinds of different shapes of containers and with amounts that containers hold, with floating and sinking objects, and other attributes of objects - those that squeeze, stretch, bend, break, squeak, write, smell, etc. (2) The teachers need to help children in understanding and conceptualizing their activities with those materials.

Finally, and much more difficult, is the realm of logical-mathematical knowledge which is "structured from the internal consistency of the system the child has already built (p. 4)." Here the understandings the child eventually acquires grow out of pre-operational experiences. Kamii (p. 9) lists these as (a) making groups and comparing grossly different groups; (b) arranging, disarranging, and re-arranging objects; (c) linear ordering; (d) establishing equivalence with provoked correspondence; (e) temporal correspondence; (f) returning objects to original correspondence after correspondence has been broken up.

C. Translation of Filmstrips and Movies into Child-Action

If one holds to the position that children's intellectual structures develop largely during the early years as a function of bringing action to bear on objects, then the learning that comes from passive watching may convey a social type of information, but lack the translation stage necessary for the information to become operative. Teachers may need help in seeing the possibilities for using the film strips as a basis for activity in where children are encouraged to imitate, act out, construct, or draw what they saw on the film.

D. Classroom Organization and Control

Some teachers need special help on these basic requirements in a classroom. Some of the principles of behavior modification might be introduced for them at the beginning of the school year so they get immediate behavioral objectives clearly operating early in the children. Many of the teachers are extremely competent in this area and do not need this assistance, others need a great deal.

In summary, this report has called attention to certain outstanding features of the Williamsburg County Kindergarten program, namely, evaluation of the children's progress, the continuity and variety of in-service training, and the excellent leadership. It described certain strengths of the classroom programs together with ways in which the thinking and reasoning processes of the children might be enhanced.

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OBSERVATIONS
Williamsburg County Kindergarten Classes
April 21-23, 1971

Jane Beasley Raph, Graduate School of Education
Rutgers University

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During this three-day visit, thirteen classrooms in four schools were visited for periods of fifteen minutes to one-half hour. Conference with the teacher and aid team of each class was held individually during the lunch or rest period when the team was released from the classroom by a substitute who traveled with the consultant and fitted into the schedule. The Field Supervisor participated in each conference, also. In addition, group conferences were held with six teacher and aid teams in three schools whose classrooms were not visited because the children were either at lunch or sleeping during the time the consultant was available.

Summary of Itinerary
Conferences

Schools and Classes Visited

Anderson, Wednesday a.m.
1. Williams and Reid
2. Bradley and Smith
3. Anderson and Lane
4. Adams and McBride
5. Gordon and Osmer
6. Baud and McKnight

Battery Park, Thursday a.m.
7. Hanna and Pressley
8. Burgess and Haseldon
9. Singletary and Nesmith

Williamsburg Training, Friday a.m.
10. Scott and Osborne
11. Dixon (brief)

Williamsburg, Friday, a.m.
12. Chandler and Foxworth
13. Pressley and Howard

Conferences Only

St. Mark, Wednesday, p.m.
1. Ward and Crick
2. Green and Ruffin

Cades, Thursday, p.m.
3. Dukes and Wilson
4. Taylor and McFadden

Field Supervisors, Thursday, p.m.
Director, Thursday evening

Blakely, Friday p.m.
5. Camp and Rogers
6. Thompson and Hill

Total Staff Contacts

Classrooms Visited	13
Conferences with teachers and aides of classrooms visited	25
Conferences with teacher and aid in classrooms not visited	12
Conferences with principals (brief) (Giles, Williams, Dillard)	3
Conferences with Field Supervisors as a group	4
Conferences with Director	1
TOTAL	58

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TO: Teachers and Teacher Assistants

FROM: Jane Raph, Rutgers University

DATE: April 26, 1971

It was a pleasure to be able to see all the classrooms I did, and to renew acquaintances with many of you I've known since the summer of 1968 and to meet some of you who are new, too. I'm sorry not to have seen every last classroom, and particularly every last teacher and teacher assistant, but as you know, travel, observations, and talk take time at each school -- and the children and teachers have to lunch and rest, too, and get off on those buses and in those cars promptly in the early afternoon.

Attached you will find some general impressions I have of your program. As always I think you are doing a splendid job. I'm excited about some new developments such as the playground at Anderson made up of easily obtained equipment that doesn't cost much money, more use of the sand box and of water play in the classrooms than I have seen previously, more use of small groups whose activities the teachers have helped prepare for in advance, and that continued pride you have in the new learnings you are acquiring and the learnings the children are showing.

Keep up the good work. If you ever feel like writing me a note about something you have done, or asking some questions, I would be delighted to hear from you.

IMPRESSIONS OF CLASSROOM FUNCTIONING

1. Extensive Use of Individual and Small Group Instruction

Some of the overall impressions of classroom functioning are based in part on changes observed since the program began in 1968. Most noticeable and impressive is the extent to which many of the teachers have become comfortable and skilled in individualized and small group instruction. Teachers trust the children to work on their own, provide a wide variety of special tasks for them, and are alert to opportunities to inject a question, make a suggestion, help a child extend or elaborate what he is doing. Several were also observed giving individual help to a child who was having difficulty with a particular skill, or working with a small group on a new skill. There is sensitivity to individual needs. In one class five children were industriously and enthusiastically filling a page with the alphabet in sequence. The teacher said she had not planned that, and was not including it in her objectives, but these five had insisted they wanted to do it. Two children could identify all individual letters and were instructing the others. In the same class, one child was being tutored in identifying colors to suggest the different levels at which the teachers were assisting.

2. Opportunity for Collaborative, Constructive, Socio-dramatic Play

In another class there was collaborative play. One group was engaged in playing church, with dolls placed in pews (rows of chairs) and a choir complete with director who had a considerable repertoire of hymns. Another group in that room had

built an elaborate fire station and road and were engaged in crisis fire fighting. In a third class, a group of boys were engaged in constructing planes, several on peg boards, several with clay. In a different classroom, children were using lotto cards for number and word matching and picture cards for rhyming words on their own.

3. Little, non-purposeful, random, uncontrolled, physical play

In conjunction with this group, task-oriented atmosphere in most of the rooms, there was a minimum of rough housing, wrestling, or running around the room. In one room where it had begun, with three boys, the teacher brought them immediately over to a table for painting, and the problem disappeared. Although the noise level indicated five-year old enthusiasm and energy, most children appeared to be aware of other groups and contained their noise so it did not interfere with others.

4. Some Use of Teacher-made Materials

In a few rooms there was evidence that the teachers had developed self-made materials ... such as lotto games requiring matching numerals with numerals and matching words with object and word.

5. Increased awareness of potential learnings in an activity

In nearly every class the teacher and teacher aid showed evidence of having asked themselves, "What might the children learn from this?" or "Why have I planned this activity..what do I expect the children to get out of it?"

In a pegboard creation, a boy said, when asked... "How did you do that?" .....I put green across this way...I put orange across this way...and I put two blues down the middle." (Here he had conceptualized the design, organized the colors, and could reconstruct what he had done in words).

In another class, children had been sent in small groups on a "trip" (without the teacher) to observe and report back what they had seen. The teacher then had them reconstruct what they had seen, in sequence. She had had them go on a similar trip for purposes of listening. Then they recalled what they had done in language, and in sequence.

6. Creation of an atmosphere of excitement about learning

In some classes, not only were the teacher and the teacher aid aware of what was being learned, but the children showed pride in what they knew they knew. The group working on the alphabet was full of self-importance (and rightly so) that they were writing and knew many of the letters. A boy who could interpret his understanding of a number written down by going and obtaining that many articles was delighted with his own knowledge. A child holding up two cups, one full and one empty, asked another child..."Tell me about this." The reply was "That one is full.. that one is not full," said with the marvelous assurance that she knew exactly what she was talking about.

SUGGESTIONS FOR INCREASING LEARNING

1. Develop activities which move from numbers (numerals) to concrete activities, and concrete activities to numerals. Interchange frequently. Progress from actual objects to simple forms on the chalkboard and then to paper

The sequence of counting numbers from 1-5, 1-10, 1-20, or even 1-100 is a rhythmic, fun activity which children learn to enjoy. Enumerating objects in such a way that each object gets counted once (and is not skipped over or counted twice) is a noteworthy attainment. Finally, for a child to begin to get a mental image of two, so that when he sees the number 2, he can visualize two objects, or when he sees two objects he can visualize the numeral is a more complex expectation.

Once a child is sure of this relationship with objects, and can interpret a number shown him by going and getting that many objects, or can see a certain number of objects and write the number that goes with that group, then he is ready to represent the relationship by drawing or constructing on the chalkboard or on paper. (Two children might work at the chalkboard. The teacher prepares in advance for each a list of five numbers, (in order for those who need it; mixed order for the more advanced) and the children draw lines, circles, or x's of the appropriate number. Or she groups a series of objects on board and the children write the numeral to go with each set. Then the children can do this on paper.)

2. Help children retain in their minds the picture of a total event or the sequence of an event.

Almost any activity, of itself, can be not only fun but a worthwhile learning experience in kindergarten. One objective of any type of construction a child makes is for him to be able to "represent it" or remember it in his mind. To do this, try the following with individual children. After they have made a design on a pegboard, the teacher may have them draw a picture of it, then tell a story about it, "How did you do it?", which the teacher writes down and keeps in a book (for each child, or for the class). Or she may put out some objects (as ones he can use in making a farm or in making an airplane). She may have him tell how he will do it (teacher writes it down), he draws a picture of it, and then constructs it. This will be difficult for some children.

3. Use trips for developing a time sequence (a) What they will do, (b) what they did	Another use of trips in conjunction with the pleasure of it can be to plan in advance the three or four places they are going, perhaps make a list to take along as a guide, then recall, once back in the room, where they had gone first, next, and last, and make a written account of it.
4. Use labels (printed words and sentences) for objects experiences, and ideas	Kindergarten is the time for laying the ground work not only for understandings and visual, motoric, and auditory skills, but also the important time for helping children understand that letters and words can "keep" an experience, an achievement, an object for a long time. So the teacher can begin making more use of labels for anything children make, getting them to tell a short story or give a description of how they made something or what it is and recording it on a chart to put in the room or to include in a book for the class or for each child. Then when a visitor comes in a child can show something he did several days or weeks ago by referring to the story. The room should be full of short, written labels and descriptions.
5. Create "errors" in what children have done so they can correct it. Encourage them to reorganize their work if they have accomplished it easily.	Children become able to place rings on a color cone from largest to smallest correctly and quickly. Teachers may try getting them to vary what they have learned automatically. She may ask them to begin with the smallest and go to the largest, or spread them out on the table vertically instead of horizontally. She may have them shift the order back and forth--big to little, little to big. Remove one from the sequence when they have finished and see if they can insert it where it belongs.

I call this "Perturbations"

Write the numbers from one to ten, but omit one or two numbers. See if they can insert the number in its correct place.

If a child has organized pegs on the board in a particular way.. as one child filled a board with all purple pegs, have him close his eyes, and you remove several; see if he can spot this and restore the order he had. Or replace a few purple pegs with different colored ones and see if he can restore his original order.

If he has filled the peg board randomly with just any color, see if you can help him organize his selection, either repeating a pattern you make for him on the first row, or making his own plan and following it.

Prepare a set of designs on cards children can copy on the peg board. Or give a child a paper with dots, have him draw a design, then reproduce it on the peg board.

Problems

The three problems I identified may be a function of my short "stops" in each classroom. These were (1) Losing time for learnings while waiting to go to the cafeteria, get on the bus, or have a snack; (2) Not encouraging the children to use language in conjunction with what they had done (and this may be because the children were more reluctant to talk with visitors around; (3) Not using large motor activities such as were stressed in Physical Education during training sessions. Children can get rid of lots of energy on the playground, but gross and fine motor activities come from circle games games with the ball, activities on the mat, etc.

1. Develop a 'shelf' (real or in your mind) of ideas activities, materials not used at other times to use when there is a waiting period of ten, twenty, or thirty minutes...as waiting to get on the bus; waiting to go to lunch; waiting for the film projector to get set.

I call this "Time Users.." (not Time Wasters)

If there is a space of fifteen minutes (too short to start an activity, too long for the children just to wander around the room doing nothing) call them together in two groups (one the teacher, or the assistant) for a fast game. Singing is good to use here, but what learning comes out of this? Reading a story is good, if the children are not too restless. Quiet circle games such as ring on a string using some language pattern... "Do you have the ring? No, I don't have the ring" etc. or a game in which they sit on the floor and roll the ball to each other using a language pattern. "Jim, are you ready?" "Yes, I'm ready." Here comes the ball." etc. Finger plays may be useful too. But keep asking yourself, "What are the children learning?"

2. Be conscious at all times of the importance of a child translating something he has done, made, or brought into a verbal description. This takes patience, time, and a sense of simplicity, so that what you are asking of the child isn't too difficult.

In one class, once free play time had ended, every child was encouraged to come up with a verbal description of what he had done, and/or to ask other children questions about what he had done. Ordinarily, I would say this takes too long and might get boring, but in this class there was as much excitement about sharing what had been done as what had transpired in the doing.. and this seemed to make the activity more purposeful. (The children weren't just playing around randomly...they were engaged in doing something they could tell about.) At a table where I sat, the boys had made jets on the peg board or with clay. When the teacher said, "Get ready to tell us what you did..." immediately at this table there was great activity.. one child said.."Wow..get your planes in line...it's almost time." This verbal exchange was beautiful, and the children shared in what each other had done.

3.	Perceptual-motor activity	I have few suggestions here, since this is not my field, but I did have a sense that this area may be being neglected since I didn't pick up any examples in the classrooms I saw. Perhaps you are including this at another time.
4.	Use of PLC guides	AND...are you following the PLC lessons, making sure the periods are short, there is concrete material associated with the concepts being taught, and that you emphasize the ideas elsewhere during the day?

Children relate to one another by means of enterprise---play, games, projects. Which is to say that they are never bogged down in what are called "interpersonal relations." For interpersonal relations are precisely those words, deflected acts, and emotions which occur when shared activity ceases or becomes impossible: our long conversations, our opinions, our attitudes. We "relate" to one another, that is, we jockey around in the sticky ambience of personality traits, neuroses, insecurities, trivial agressions, practiced egotism, regret, bitterness, self-love, complacency, arrogance, vengefulness, etc. Children do not and cannot. They penetrate this ambience quickly--it is always rudimentary anyway--and they get on with some shared activity that is exciting. Nor do children have false pride.

Nor have they conceived of the ambitions which often lead adults to treat other persons as objects. Nor are they interested in formalized power of office, class, etc.

Nor do any of them develop the specialized repertory based on the weaknesses of others--as adult society abounds in special services, and those who specialize find themselves relating to, and ultimately depending upon, the insufficiencies of others. Children relate to one another's strengths and abilities, since only these make enterprise possible.

Nor do children speak jargon to one another, or abstractions, but a vivid and living speech.

Nor do they sacrifice activity to comfort.

Nor is their hopefulness, like the hopefulness of many adults, compromised by aborted judgment, a barrier against disillusionment; but takes an almost animal form of unconscious faith, so that we see it as energy, appetite--almost as creative will.

George Dennison, Lives of Children, p. 210.

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It Grew from Bulbs and a Rowboat

Williamsburg County Schools
Kingstree, South Carolina

Jane Raph, Rutgers University
1971

Mrs. Helen Adams' kindergarten classroom has doubled its space dimensions this past year, multiplied its opportunities for learning, and cost the Board of Education almost nothing, in the process. This program began in Anderson School, Kingstree, South Carolina, a rural poverty area which, with the aid of federal assistance, is beginning to make gigantic breakthroughs in educational innovation and improvement.

Mrs. Adams began this with the idea of starting a small garden to add to the expanse of neatly mowed grass and shrubs in front of the school, an expanse visible from her kindergarten windows and easily accessible through a side door adjacent to the kindergarten. The children shaped the plot to their liking, dug up the ground, and planted their bulbs early in the fall. Seeds were also started inside in early spring and later transplanted. They had thus made a beginning in extending their learning environment. Now a flower bed may not seem particularly innovative, even if it does occupy a considerable portion of the front lawn of the school. Probably many teachers could easily identify the objectives for such a task — understanding of growth, seasonal changes, effects of rainfall, different use of tools, practice in manipulative skills as well as current concern with ecology. But this flower-bed was destined for a larger role.

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A bird feeding house and a bird bath, visible from the window were added next and led to a search for books that would help them identify the species. Other seeds, a border for the flower-bed, and dog-wood trees were included. Gradually the children began to develop an appreciation for the beauty of what they had begun and pride in their area and their school. Next, Mrs. Adams secured three large cable spindles donated by the Electric Company. These were painted bright colors and became useful for carpentry, coloring, finger-painting, endless table games, and tea parties. In fact, the tables may have become the link in extending the classroom from inside outside. Anytime an individual child needed more space, he picked up his materials and moved out-of-doors. Pairs of children began taking their projects outside for more elbow room and to take advantage of a bright day.

A new excitement was generated when Mrs. Adams identified the need for an outside sand area where the children would have opportunity for digging, pouring, stirring, transferring, and building, and where prewriting skills could be tried out in sand. She persuaded a friend to deposit an abandoned rowboat on the school lawn. This was painted a bright blue, filled with sand, and located not far from the flower-bed. The boat has been used more frequently as a river boat for fishing expeditions than for sandplay, but uses vary from day to day.

Appeals to the county road commissioner brought a culvert pipe for crawling through, under, and over. The pipe was enclosed by a triangular wood structure built by the school's maintenance division. The enclosure has stairs on one side of the A-shaped frame and a slide on the other. Underneath, a door with hinges and a lock admits a child to the culvert. By placing a flag on top the structure becomes

a school house, a cross and it is used for a church, a different sign and it serves a different function. A painted metal drum with top and bottom removed became a round enclosure for rolling one's self around the lawn. Two baggage carts obtained from the recently closed railroad station in town came next, marvelous for hauling, pushing, and pulling groups of children around or for loading the carts with blocks or boxes should it be "moving day" in the play of the children.

A series of pine logs designed for fences were nailed together to form a simple jungle gym, excellent for developing gross motor control, for climbing up, swinging, climbing down. Other logs cut into 12-inch cross-sectional, flat pieces formed a circle of stepping stones. These can be arranged in many shapes and also stacked. They are utilized for hopping, jumping, balancing, and follow-the-leader. Three larger logs, cut in a series from one feet to three feet tall were placed upright and used, also, for stepping up and down, and for jumping. Concepts of tall, taller, tallest, and small, middle-size, and big were experienced. The latest additions have been two crates, one large and one small connected with a board that furnishes a seat for the driver. This vehicle (racing car) is fitted out with a discarded steering wheel of a car, a bicycle horn, cow bell, and license plate, and while it doesn't move, the wheel rotates sufficiently to take a child's fantasy wherever he would like to go. A discarded door with legs added gives a large, smooth surface for finger painting. The extended classroom is still developing as new projects and new equipment is added, and others discarded.

There are several unique features of this extended classroom. The most important has to do with the child's developing a space outside of his classroom himself and acquiring the independence, self-

control, and freedom to utilize it as the need and desire arises. A second feature has to do with a new kind of utilization of school grounds, traditionally reserved, at least in rural areas, for neat apprearances and a manicured look in front of the school and for games and play in the area behind the school. A third feature has to do with the extent to which a front 'yard' of a classroom of children at work provides the neighborhood with a new look at some of the forms modern education is taking. Finally, there is the fact that the actual equipment used was not just low-cost, but was designed to offer children more opportunities for self-initiated learning and growth than would the more conventional and expensive type of playground equipment.

The extended classroom concept is being applied in a variety of ways in today's schools. In Atlanta, schools take advantage of a nature trail. Vest-pocket parks adjacent to urban schools provide havens of color and activity. A publication (Play & Playgrounds, Stone and Rudolph, 1970) studied children as they used space and materials in their play. They noted the relationship between the concept of learning through play and the life-style of the whole neighborhood where the child lived or attended school. Lillian Weber has come to regard the use of halls and corridors — what she likes to call "in and out-ness" — as one of the keys to the schools' success. She utilizes a cluster of open classes in which children are free to move from one to another or into the corridor where there may be dancing, woodworking, or cooking going on. The space may be utilized for painting a mural, giving a puppet show, working on a mathematics project, or playing a game.

Mrs. Lore Rasmussen set up shop in the basement of an elemen-

tary school, and invited the teachers to bring their classes for an hour a week. In a few years, this first basement had become the model for Learning Centers throughout Philadelphia, each one with its own flavor, reflecting the interests and capabilities of the teachers in the school in which it is located. Also in Philadelphia, the Parkway Program, known as the "school without walls," as it is sometimes called, has no campus or building at all. The "spatial boundaries of the educational process in the Parkway Program are co-terminous with the life space of the student himself." The program is designed to help the student to live learningly within his present life space, and to help him expand that space. The courses may be held almost anywhere -- in a meeting room in a public library, a museum, a "Y", a university or research isstitute laboratory, a school building, or a teacher's home. More details regarding the programs directed by Professor Lillian Weber, Mrs. Rasmussen, or the director of the Parkway Program are available elsewhere (Silberman, 1970).

The value and charm of this particular extended classroom to one kindergarten at Anderson School is a combined creative endeavor of the teacher, aide, and the children who worked together to develop it. The principal and others at the school and in the community have lent their interest, support, and help. No other classroom in the county, or elsewhere, is likely to follow the same pattern or to build an identical model, but, almost every school and classroom, except perhaps in the most crowded school grounds of the urban cities, has a similar potential for geographical expansion, functional expansion for special purposes, and learning break-throughs that might not occur within the confines of the classroom, but can happen when the world becomes the classroom.

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